



MIGRANT EDUCATION PROGRAM



UPDATE TO THE VIRGINIA MIGRANT EDUCATION PROGRAM STATEWIDE COMPREHENSIVE NEEDS ASSESSMENT AND THE STATE SERVICE DELIVERY PLAN

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Migrant Education Program Comprehensive Needs Assessment and Service Delivery Plan

About the Virginia Migrant Education Program

The **purpose** of the Migrant Education Program (MEP) is to design and support high-quality and comprehensive educational programs that provide migratory children with the same opportunity to meet the challenging state academic content and student achievement standards that are expected of all children.

In addition, the MEP works to ensure that all migrant students graduate with a high school diploma or complete a General Educational Development (GED) certificate that prepares them for responsible citizenship, further learning, and productive employment. Federal funds are allocated by formula to states based on each state's per pupil expenditure for education and counts of eligible migratory children, age three through 21, residing within the state.

Federal requirements for state MEPs are specified under Section 1301 of Title I, Part C, of the *Elementary and Secondary Education Act of 1965* (ESEA), reauthorized as the *No Child Left Behind Act of 2001* (NCLB). They include:

- providing financial assistance to improve education for migrant students to reduce the educational disruption that results from repeated moves;
- ensuring that migrant students receive full and appropriate opportunities to meet the same academic and content standards that all students are expected to meet; and
- providing services and activities either directly or through subgrants to either school divisions or public or nonprofit private agencies.

The **objectives** of the Virginia MEP are to:

1. Identify, enroll, and serve all eligible migratory students in the Commonwealth;
2. Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
3. Ensure that migratory children who move among the states are not penalized in any manner by disparities among academic content and student academic achievement standards;
4. Ensure that migratory children are provided with appropriate educational services (including support services) that address their special needs in a coordinated and efficient manner;
5. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;

6. Design programs to help migratory children overcome educational disruptions, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
7. Ensure that migratory children benefit from state and local systemic reforms.

Authorizing Statute, Guidance, and Purpose for Conducting the Comprehensive Needs Assessment and Service Delivery Plan

Section 1306 of the ESEA requires that a comprehensive needs assessment and service delivery plan be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under NCLB. The comprehensive needs assessment must: 1) focus on ways to permit migrant children with priority for services to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other federal or nonfederal programs. States must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other programs under NCLB and may be submitted as part of the state consolidated application;
- provides that migratory children will have an opportunity to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migrant children from appropriate local, state, and federal educational programs;
- represents joint planning among local, state, and federal programs, including programs under Title I, Part A, early childhood programs, and language instruction programs; and
- provides for the integration of available MEP services with other federal, state, and locally-operated programs.

Policy guidance issued by Office of Migrant Education (OME) of the U.S. Department of Education ME states that needs assessments must be conducted at least every three years or more frequently if there is evidence of a change in the needs of migrant children. Key sections of the needs assessment should be updated annually to ensure that the results of the needs assessment remain current. The needs assessment results guide the state in establishing priorities for local procedures and provide a sound basis for allocating funds to local MEPs.

Section 200.83(b) of the Code of Federal Regulations (CFR) requires the state education agency (SEA) to develop its comprehensive service delivery plan in consultation with the state migrant education parent advisory council (PAC) or, for SEAs that do not operate programs of

one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.

In compliance with the guidance provided by OME, Virginia will update the comprehensive service delivery plan whenever it: 1) updates the statewide comprehensive needs assessment; 2) changes the performance targets and/or measurable outcomes; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

The Comprehensive Needs Assessment and Service Delivery Plan Processes in Virginia

Virginia conducted a formal comprehensive needs assessment during the 2007-2008 school year and completed it in June 2009 using data compiled for the 2007-2008 school year. The state followed OME's recommended three-phase comprehensive needs assessment process, utilizing a committee composed of state and local MEP stakeholders. The three-phases of the assessment model include: 1) exploring what is known; 2) gathering and analyzing data; and 3) making decisions. Additional information on the needs assessment model can be found at: <http://www.ed.gov/admins/lead/account/comprehensive.html>. Since that time, the demographics of migrant participants in Virginia began to change and the state benchmarks were adjusted precipitating an update to the Virginia MEP comprehensive needs assessment and service delivery plan.

During the 2010-2011 school year, the state MEP director identified a new committee known as the Comprehensive Needs Assessment/Service Delivery Plan Update Committee. This committee was convened in winter/spring 2011, and in keeping with OME's three-phase comprehensive needs assessment process, was charged with reviewing current achievement, outcome, and survey data; developing concern statements; considering possible solutions; and preparing a profile of migrant students in Virginia. These individuals provided input based on their experience, expertise, knowledge of the needs of migrant students and families in the state, and knowledge of the state context and the MEP.

In collaboration with the committee, the comprehensive needs assessment process allowed the state to move forward with its service delivery plan. The committee began by reviewing the new comprehensive needs assessment results in light of existing services, setting measurable program outcomes, identifying strategies to reach the measurable program outcomes, determining resources needed, and developing a plan to evaluate the state's progress toward meeting the objectives.

The Migrant Education Program's Seven Areas of Concern

The comprehensive needs assessment update process began with a review of the USED MEP seven areas of concern. Sections 1115(b)(1)(A) and 1309(2) and CFR 200.81(d) provide specific criteria for determining if a child or youth is migratory. The mobile lifestyle of migrant families poses substantial challenges to student success in school.

Seven areas of concern were identified by OME that resulted from lessons learned from a comprehensive needs assessment pilot project conducted with four states and reported in a draft document presented to MEP state directors (*Title I, Part C, Migrant Education Program*:

Lessons Learned in the Comprehensive Needs Assessment Pilot Project, USED, OME, 2005).
According to this document:

Migrant children are thought, therefore, to be at high risk of school failure due to seven areas of concern that arise out of the educational problems associated with the migrant lifestyle. (page 7)

The areas of concern are:

- **Educational Continuity** – High mobility may result in migrant students making numerous changes in schools (and therefore curriculum, instruction, and assessment) during the school year.
- **Instructional Time** – When migrant students miss school due to educational disruption caused by their migrant lifestyle, students are not exposed to good, consistent curriculum and instruction. Missing school due to mobility and delays in school enrollment results in lower achievement.
- **School Engagement** – Involvement in academic, social, or extracurricular activities is important for migrant children and youth to achieve a positive academic experience and preventing school dropout.
- **English Language Development** – For many migrant children and youth, a language other than English is spoken at home and/or they understand, speak, and/or write a language other than English. Acquiring the English proficiency needed to be successful in school and in the community is necessary for many migrant students.
- **Education Support in the Home** – Long working hours, limited English proficiency, low socioeconomic status, poor living conditions, and low educational attainment are factors associated with many migrant parents and with out-of-school youth (OSY*). These factors limit the support migrant students receive in the home and negatively impact student achievement and success in school.
- **Health** – There is extensive documentation on migrant families’ poor living conditions, poor health, lack of insurance to cover illness/injury, vision/hearing needs, behavioral and health needs, domestic abuse, and lack of access to preventative health services. These factors affect migrant students’ educational performance.
- **Access to Services** – Awareness of school and community services affects access when migrant youth and families are highly mobile, speak little English, and/or are not comfortable with interacting. These needed support services have an impact on migrant children and youths’ learning and well-being.

* The USED defines OSY as youth up to age 21 who are entitled to a free public education in the state and who meet the definition of migratory child, but who are not currently enrolled in a K-12 school. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 school, and youth who are “here-to-work” only. It would not include children in preschool. Out-of-school youth who meet the definition of a migratory child as well as all other MEP eligibility criteria are eligible for the MEP.

The seven areas of concern helped to inform the comprehensive assessment of needs. Data in each area of concern were considered by the committee, which identified need indicators for migrant students, migrant staff and parents, and the MEP in general. The key areas that the committee determined to be most significant are summarized in Table 12 of this report.

Comprehensive Needs Assessment: Procedures and Results

Data Collection Sources and Procedures

The Concern Statements included in this report were developed by the members of the committee after reviewing student achievement and outcomes data generated from local and state sources including:

- The VDOE Migrant Student Data Collection (MSDC) database;
- Surveys administered to migrant parents and students, staff, and administrators; and
- The VDOE Web site: <http://www.doe.virginia.gov>.

Through the Virginia MSDC, school divisions are able to enter and maintain the migrant student data. The application also enables transmission of the data to the Federal Migrant Student Information Exchange (MSIX) as required by USED. OME has implemented MSIX to ensure the appropriate enrollment, placement, and accrual of credits for migrant children. MSIX allows all states to share educational and health information on migrant children who travel from state-to-state and who have student records in multiple states' information systems. MSIX works in concert with existing state migrant student information systems allowing states to continue to use existing migrant student information systems to record migrant data. MSIX downloads the migrant data and makes it available to other state MEP personnel through a secure login.

Migrant student achievement data and other student information are entered into electronic databases and can be retrieved in summary reports. Virginia relies on the MSDC for collecting, storing, transferring, and reporting migrant student educational and health records. Demographic information on migrant students as well as other data needed to track student progress can be accessed through data queries.

Migrant Student Demographics

For purposes of the comprehensive needs assessment, the committee examined four years of data on migrant students in Virginia to understand the demographic changes and eligibility and participation trends. Table 1 lists the data on eligible students, by grade, from the 2006-2007 school year through the 2009-2010 school year. During this four-year period, the total number of eligible students steadily decreased.

In 2009-2010, fifty-four percent of the eligible students were in grades K-8, 19 percent were OSY, 15 percent were prekindergarten, and 12 percent were in grades nine through twelve.

Table 1 – Eligible Migrant Students - 2006-2007 to 2009-2010

| Age/Grade | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|----------------------|------------------|------------------|------------------|------------------|
| Age Birth - 2 | 44 | 42 | 29 | 39 |
| Age 3 - 5 | 229 | 239 | 116 | 108 |
| K | 128 | 135 | 85 | 83 |
| 1 | 78 | 84 | 90 | 73 |
| 2 | 87 | 78 | 97 | 82 |
| 3 | 101 | 79 | 65 | 71 |
| 4 | 81 | 48 | 75 | 68 |
| 5 | 69 | 67 | 63 | 56 |
| 6 | 72 | 66 | 41 | 39 |
| 7 | 56 | 54 | 46 | 33 |
| 8 | 51 | 45 | 63 | 31 |
| 9 | 70 | 45 | 32 | 47 |
| 10 | 70 | 42 | 42 | 32 |
| 11 | 59 | 49 | 27 | 23 |
| 12 | 30 | 45 | 27 | 22 |
| Ungraded | 1 | - | - | - |
| OSY | 306 | 347 | 302 | 186 |
| Total | 1,532 | 1,465 | 1,200 | 993 |

The number of students served during the four-year period between 2006-2007 and 2009-2010 during the regular and summer terms are presented in Table 2 and Table 3. The total number of students served decreased by 62 percent for the students served during the regular year and by 61 percent during the summer term.

**Table 2 – Migrant Students Served During Regular School Year
2006-2007 to 2009-2010**

| Age/Grade | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|----------------------|------------------|------------------|------------------|------------------|
| Age Birth - 2 | 20 | 32 | 17 | 31 |
| Age 3 - 5 | 166 | 164 | 80 | 69 |
| K | 84 | 109 | 63 | 61 |
| 1 | 78 | 84 | 90 | 47 |
| 2 | 74 | 72 | 60 | 57 |
| 3 | 98 | 78 | 61 | 45 |
| 4 | 76 | 48 | 59 | 44 |
| 5 | 67 | 67 | 53 | 39 |
| 6 | 53 | 64 | 40 | 30 |
| 7 | 54 | 53 | 40 | 29 |
| 8 | 42 | 44 | 51 | 28 |
| 9 | 70 | 45 | 32 | 45 |
| 10 | 67 | 40 | 42 | 29 |
| 11 | 59 | 49 | 26 | 26 |
| 12 | 30 | 45 | 25 | 24 |
| Ungraded | 1 | - | - | - |
| OSY | 207 | 234 | 223 | 163 |
| Total | 1,246 | 1,228 | 962 | 767 |

**Table 3 – Migrant Students Served During Summer Term
2006-2007 to 2009-2010**

| Age/Grade | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|----------------------|------------------|------------------|------------------|------------------|
| Age Birth - 2 | 24 | 34 | 25 | 13 |
| Age 3 - 5 | 160 | 157 | 77 | 81 |
| K | 83 | 68 | 51 | 50 |
| 1 | 46 | 42 | 77 | 60 |
| 2 | 64 | 49 | 82 | 56 |
| 3 | 89 | 70 | 53 | 63 |
| 4 | 63 | 47 | 63 | 52 |
| 5 | 59 | 60 | 53 | 38 |
| 6 | 54 | 47 | 36 | 33 |
| 7 | 54 | 49 | 31 | 28 |
| 8 | 39 | 37 | 41 | 20 |
| 9 | 50 | 39 | 28 | 28 |
| 10 | 51 | 40 | 28 | 28 |
| 11 | 47 | 43 | 26 | 23 |
| 12 | 26 | 31 | 18 | 17 |
| Ungraded | 1 | - | - | - |
| OSY | 222 | 325 | 137 | 98 |
| Total | 1,132 | 1,138 | 826 | 688 |

A shift occurred in the demographics among migrant students who are English language learners (ELLs). During 2006-2007, 52 percent of the migrant students were identified as limited in English proficiency while in 2009-2010, the percentage rose by 24 percentage points to 76 percent as illustrated in Table 4.

**Table 4 – Migrant Students Identified as Limited English Proficient
2006-2007 to 2009-2010**

| Age/Grade | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | |
|------------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|
| | # | % | # | % | # | % | # | % |
| Age 3 – 5 | 10 | 4 | 41 | 17 | 58 | 50 | 90 | 83 |
| K | 81 | 63 | 86 | 64 | 68 | 80 | 82 | 99 |
| 1 | 78 | 100 | 78 | 93 | 74 | 82 | 72 | 99 |
| 2 | 76 | 87 | 72 | 92 | 79 | 81 | 79 | 96 |
| 3 | 88 | 87 | 73 | 92 | 56 | 86 | 69 | 97 |
| 4 | 66 | 81 | 43 | 90 | 61 | 81 | 68 | 100 |
| 5 | 63 | 91 | 36 | 54 | 59 | 94 | 54 | 96 |
| 6 | 58 | 81 | 52 | 79 | 32 | 78 | 36 | 92 |
| 7 | 56 | 100 | 52 | 96 | 39 | 85 | 31 | 94 |
| 8 | 46 | 90 | 41 | 91 | 50 | 79 | 29 | 94 |
| 9 | 56 | 80 | 33 | 73 | 21 | 66 | 43 | 91 |
| 10 | 49 | 70 | 37 | 88 | 29 | 69 | 28 | 88 |
| 11 | 42 | 71 | 35 | 71 | 19 | 70 | 21 | 91 |
| 12 | 23 | 77 | 24 | 53 | 19 | 70 | 21 | 95 |
| OSY | - | - | - | - | 20 | 7 | 29 | 16 |
| Total | 792 | 52 | 703 | 48 | 684 | 57 | 752 | 76 |

This trend of increasing numbers of ELLs is further illustrated by the four-year data on Virginia migrant students with priority for services. Table 5 illustrates how the number of priority for services students has nearly doubled between 2006-2007 and 2009-2010. This trend began during 2008-2009 and continued during the most recent year for which data were collected.

**Table 5 – Migrant Students Identified as “Priority for Services”
2006-2007 to 2009-2010**

| Age/Grade | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|------------------|------------------|------------------|------------------|------------------|
| Age 3 – 5 | 72 | 104 | 50 | 95 |
| K | 16 | 20 | 50 | 72 |
| 1 | 18 | 22 | 56 | 66 |
| 2 | 21 | 24 | 65 | 72 |
| 3 | 30 | 17 | 38 | 54 |
| 4 | 14 | 19 | 46 | 58 |
| 5 | 16 | 14 | 46 | 48 |
| 6 | 16 | 19 | 30 | 33 |
| 7 | 15 | 16 | 38 | 25 |
| 8 | 7 | 20 | 51 | 24 |
| 9 | 14 | 14 | 21 | 40 |
| 10 | 12 | 12 | 31 | 26 |
| 11 | 5 | 12 | 13 | 18 |
| 12 | 3 | 2 | 16 | 16 |
| OSY | 190 | 161 | 135 | 172 |
| Total | 449 | 476 | 686 | 819 |

During 2009-2010, ten migrant students dropped out of school. The number of migrant students dropping out has remained fairly consistent during the four-year period between 2006-2007 and 2009-2010, only fluctuating one year by two students.

Additional demographic information is listed in Table 6. This table shows the number and percentage of migrant students in the state of Virginia who made qualifying moves during various periods of eligibility. The largest percentage of migrant students made a qualifying move within the last 12 months.

Table 6 – Virginia MEP Demographics

| Migrant Students | Number | Percent |
|---|--------|---------|
| Made a qualifying move within the last 12 months | 399 | 40.2 |
| Made a qualifying move within the previous 13-24 months | 294 | 29.6 |
| Made a qualifying move within the previous 25-36 months | 174 | 17.5 |
| Made a qualifying move during the regular school year within the previous 36 months | 126 | 12.7 |
| TOTAL | 993 | 100 |

Virginia funds seven local and regional MEP projects that serve migrant children and youth in 95 different public schools. The school divisions served are outlined in the Appendix. The program is administered by the VDOE through federal funds. Staff are hired by local school divisions using federal MEP funds received through a MEP subgrant from the state for the provision of instructional and supportive services.

In addition to instructional services in reading and mathematics, *supplemental* services may include but are not limited to English as a second language instruction; computer literacy instruction; family literacy; GED preparation; and outreach/advocacy work to increase the quality of nutritional, health, and dental care.

Virginia participates in the Literacy Education And Reading Network-2-Succeed Consortium Incentive Grant (LEARN-2-Succeed CIG) to address the academic needs of migrant students in the areas of literacy/reading. MEP staff work with migrant children and youth to develop a success plan, plan lessons, assess pre/post-literacy skills, and deliver instruction.

Migrant Student Outcome Data

Table 7 compares the results of Virginia migrant students to nonmigrant students on the Virginia Standards of Learning (SOL) state assessment in reading/language arts and mathematics for students in grades three through high school. In reading/language arts, the percent of migrant students who passed was below all students at all grade levels. In addition, the percentage scoring Advanced or Proficient was lower for migrant than for all students.

Likewise, in mathematics, the percent of migrant students in grades three through high school who passed was below all students at all grade levels. In addition, the percentage scoring Advanced or Proficient was lower for migrant than for all students.

**Table 7 – Comparison of Migrant and Nonmigrant Students
Virginia Standards of Learning Results (2009-2010)**

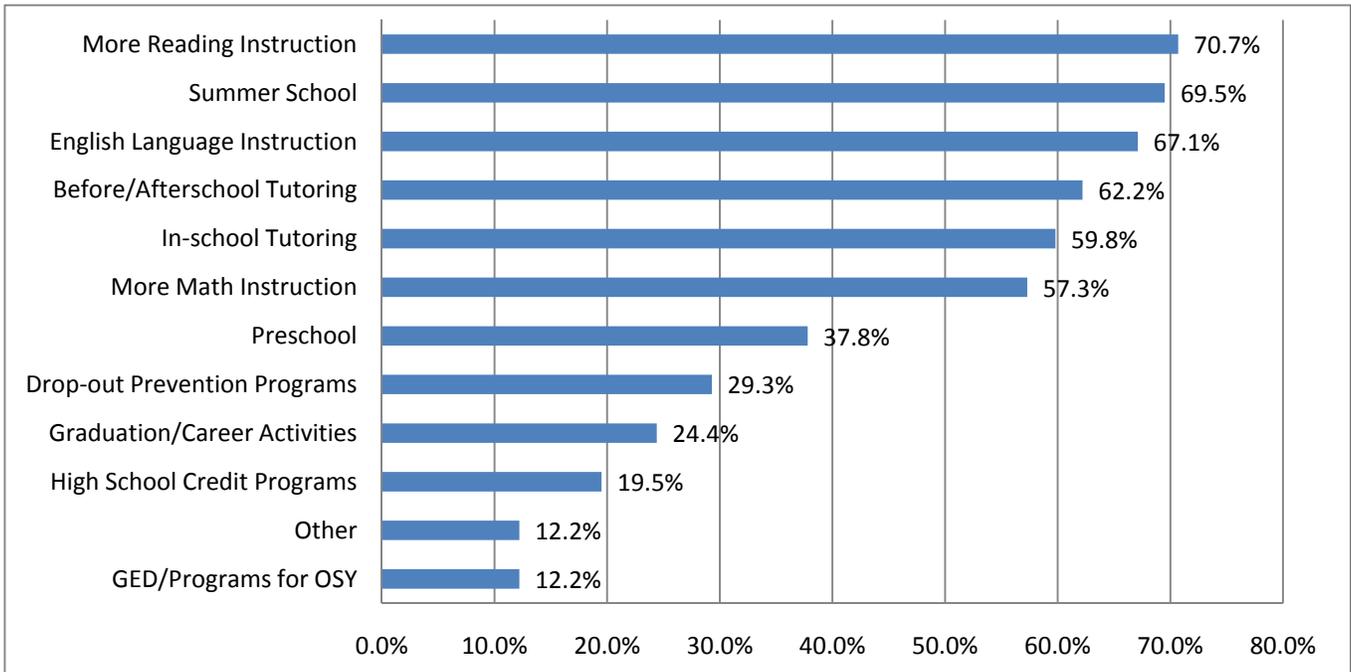
| Grade/ Level | Reading/Language Arts | | | | | | | | Mathematics | | | | | | | |
|-----------------|-----------------------|-----|--------------------|-----|--------------|-----|--------------|-----|------------------|-----|--------------------|-----|--------------|-----|--------------|-----|
| | Percent Advanced | | Percent Proficient | | Percent Pass | | Percent Fail | | Percent Advanced | | Percent Proficient | | Percent Pass | | Percent Fail | |
| | All | Mig | All | Mig | All | Mig | All | Mig | All | Mig | All | Mig | All | Mig | All | Mig |
| 3 | 41 | 26 | 43 | 55 | 83 | 81 | 17 | 19 | 52 | 49 | 39 | 41 | 92 | 90 | 8 | 10 |
| 4 | 48 | 20 | 40 | 61 | 88 | 82 | 12 | 18 | 49 | 20 | 39 | 63 | 88 | 82 | 12 | 18 |
| 5 | 38 | 24 | 53 | 55 | 90 | 79 | 10 | 21 | 58 | 50 | 33 | 28 | 90 | 78 | 10 | 22 |
| 6 | 42 | 25 | 46 | 53 | 88 | 78 | 12 | 22 | 35 | 28 | 42 | 48 | 77 | 76 | 23 | 24 |
| 7 | 43 | 17 | 46 | 63 | 89 | 80 | 11 | 20 | 28 | 25 | 47 | 46 | 75 | 71 | 25 | 29 |
| 8 | 44 | 21 | 45 | 61 | 90 | 82 | 10 | 18 | 53 | 29 | 34 | 41 | 87 | 71 | 13 | 29 |
| 9 - 12 | 46 | 13 | 48 | 69 | 94 | 82 | 6 | 18 | 29 | 20 | 66 | 70 | 94 | 89 | 6 | 11 |

Source: Virginia State Report Card 2010

Migrant **parents** were surveyed to obtain their perceptions about the needs of their children. Eighty-five parents responded about the instructional and support services most needed by their children and themselves. Table 8 and Table 9 display the parent results from the following survey questions:

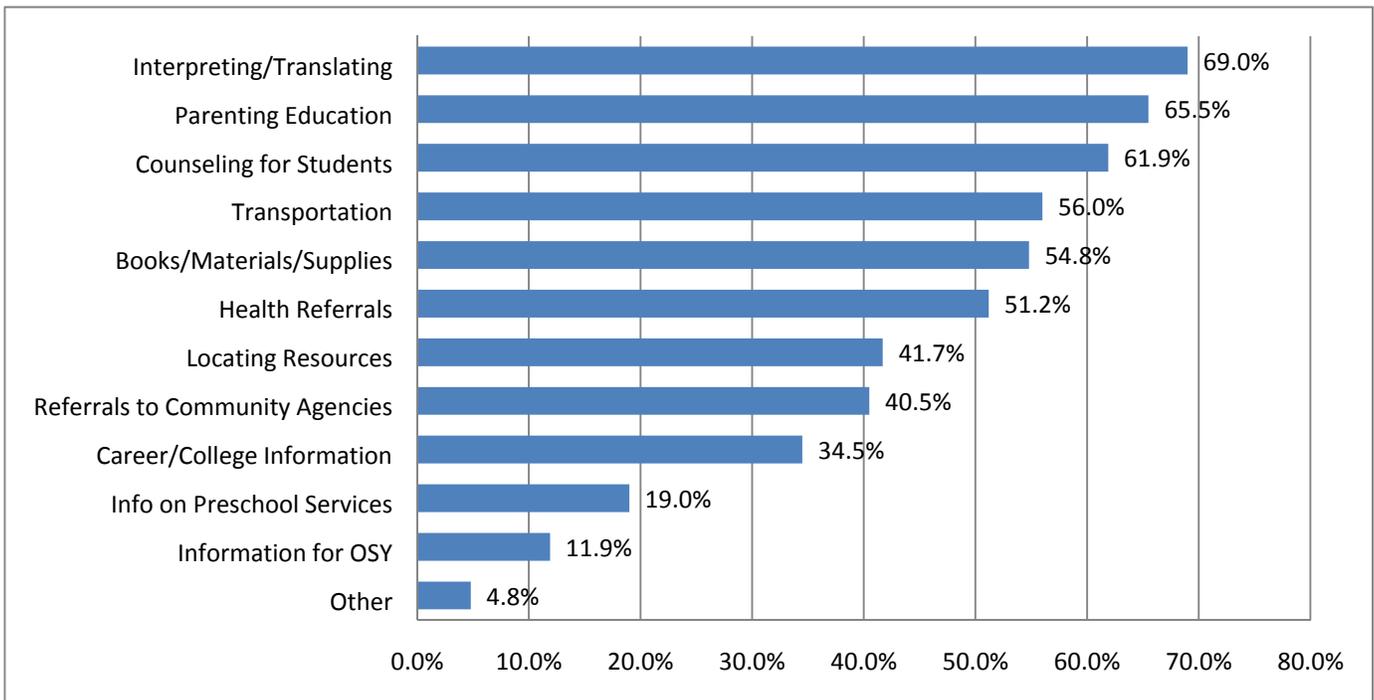
- What instructional services are most needed to help your children be more successful in school?
- What support services are most needed to help your children be more successful in school?

Table 8 – Migrant Parent Needs Assessment Survey Results – Instructional Services Needed



Other: Spanish (2), computer technology classes for students, before and afterschool tutoring for high school students, motivating students (3), before school only, science, and social studies.

Table 9 – Migrant Parent Needs Assessment Survey Results – Support Services Needed



Migrant **staff** were surveyed to obtain their perceptions about the needs of migrant children . Seventy-nine migrant staff responded about the instructional and support services most needed. Table 10 and Table 11 display the results from the following survey questions:

- What instructional services are most needed to help your students be more successful in school?
- What support services are most needed to help your students be more successful in school?

Table 10 – Migrant Staff Needs Assessment Survey Results – Instructional Services Needed

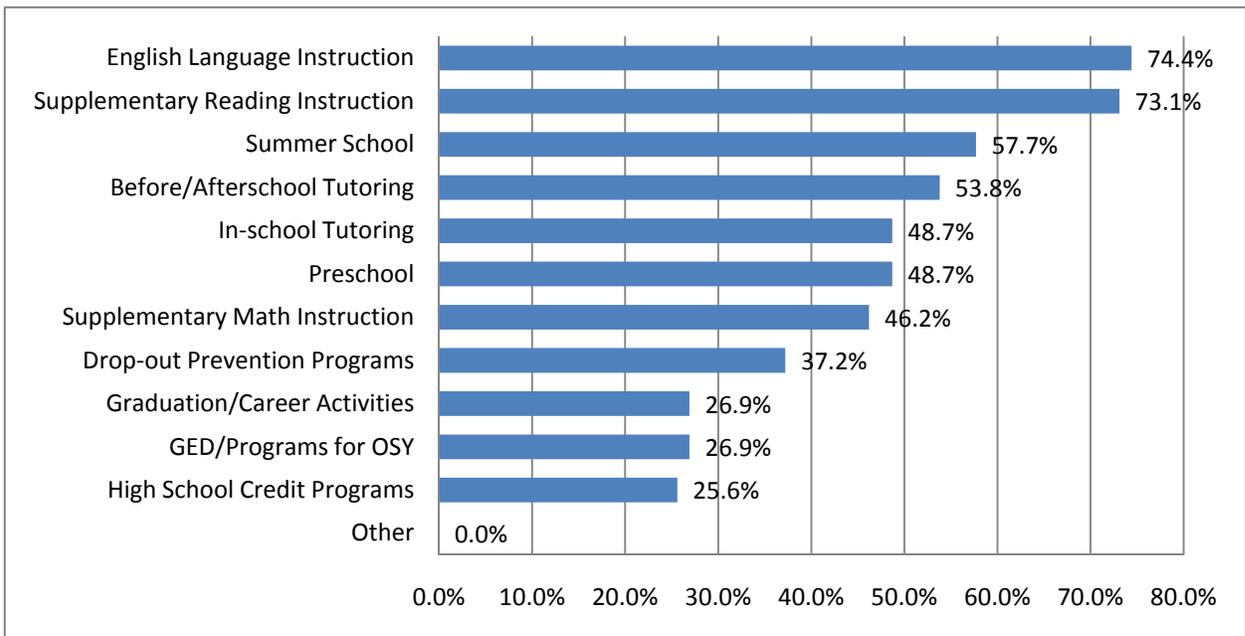
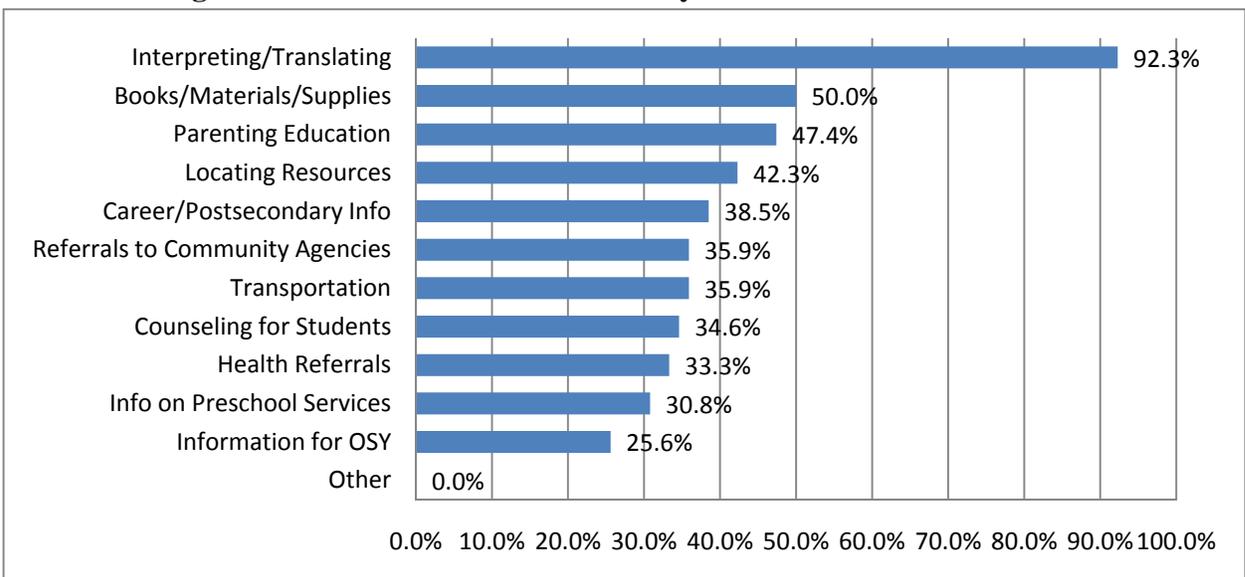


Table 11 – Migrant Staff Needs Assessment Survey Results – Support Services



In terms of instructional service needs, both migrant staff and parents agreed that the greatest needs were in the areas of English language instruction, supplemental reading instruction, and summer school services. For support services to migrant children and youth, both parents and staff surveyed identified the greatest needs as interpreting/translating and parenting education.

Virginia MEP Student Profile for the 2009-2010 School Year and Summer of 2010

| | |
|---|--|
| Total State Allocation | \$824,636 |
| Migrant Students | There were 993 eligible migrant students ages birth to 21. |
| Students by Service Type | During the regular school year, 65 percent of migrant students received instructional services and 91 percent received support services. During summer, 50 percent of migrant students received instructional services and 57 percent received support services. These figures represent a duplicated count. |
| Priority for Services | Of the total number of students served, 82.5 percent of the eligible migrant students were priority for services according to the state's interpretation of the federal definition. |
| English Learners | Of the total number of students served, 76 percent of all eligible migrant students were identified as being limited in English proficiency. |
| Special Education | Of the total number of students served, 3.8 percent of the eligible migrant students also were children with disabilities under Part B or Part C of the Individuals with Disabilities Education Act. |
| Regular/Summer | Of the total number of students served, 77 percent were served during the regular school year and 69 percent were served during the summer term (duplicated count). |
| Student Achievement | Migrant students who passed the Virginia Standards of Learning assessments in <u>reading/language arts</u> in grades three through high school ranged from 78-82 percent compared with 83-94 percent for all students. In <u>mathematics</u> , 71-90 percent of migrant students passed compared with 75-94 percent of all students. |
| High School Drop Out and Out-of-School Youth | There were 163 (16 percent of all migrant students identified) out-of-school youth served during the regular school year and 98 (10 percent) during the summer. There were 10 migrant high school students who dropped out of school during this time period. |

Authorized Activities

LEARN-2-Succeed CIG; tutoring, English as a second language (ESL), computer literacy instruction; family literacy; GED preparation; outreach/advocacy work to increase the quality of nutritional, health, and dental care; collaboration with community agencies/referrals; supplemental translating/interpreting services; educational and career counseling

Crops/Agri-Industry

Tobacco; poultry processing; roping Christmas trees; apples, berries, tomatoes, and other fruit and vegetables

Concerns Statement and Possible Solutions

Based on a review of the data and discussion about local and statewide needs in Virginia, areas of concern are stated in Table 12 along with possible solutions developed by the committee that will help inform the service delivery plan.

Table 12 – Areas of Concern and Possible Solutions

| Concern | Possible Solution |
|--|--|
| EDUCATIONAL CONTINUITY AND TIME FOR INSTRUCTION | |
| Concern that migrant students may experience varied standards and curriculum because of their mobility. | Utilize all school-based and community-based academic and tutoring services; target individual student needs as soon as they arrive; use technology for instruction (e.g., Migrant Literacy Net (MLN) Web site). |
| Concern that staff need to learn about additional strategies to deliver meaningful instruction to migrant children. | Utilize MLN curriculum and professional development for reading strategies and vocabulary development. |
| SCHOOL ENGAGEMENT | |
| Concern that migrant students may not fully participate in school activities. | Support schools with strategies for migrant student access to school activities; assist schools to provide outreach activities to migrant students. |
| ENGLISH LANGUAGE DEVELOPMENT | |
| Concern that migrant students may lack content area vocabulary to understand instruction. | Provide professional development for staff on making content comprehensible. |
| Concern that migrant students may lack English language development to be successful in school. | Provide professional development opportunities for educators who work with English language learners. |
| EDUCATIONAL SUPPORT IN THE HOME | |
| Concern about low levels of migrant parent involvement, especially at the secondary level. | Provide information in parents' native language where possible and practicable; network with parents; provide resources and information to parents about the school and school activities as well as their roles/responsibilities. |
| Concern that parents do not feel they are able to support their children's mathematics and reading/literacy achievement. | Provide adult education opportunities for parents (e.g., GED, ESL, books, preschool packets, and bilingual parent nights). |
| HEALTH | |
| Concern that migrant families have limited access to services and resources. | Provide more outreach and collaboration with local and community service providers; focus on ways to make preschool services a priority. |
| ACCESS TO SERVICES | |
| Concern that school counselors lack the awareness about the academic, social, and athletic potential of migrant students. | Provide professional development to counselors and other educators about the culture of migrancy and strategies for involving migrant students in academic, social, and athletic endeavors. |
| Concern that staff are unable to help students successfully transition to postsecondary opportunities. | Identify available data to be transferred via MSDC and MSIX; provide professional development to counselors and other educators on postsecondary opportunities for all students. |
| Concern that there is a lack of cultural awareness and sensitivity in schools and communities that impedes migrant student learning and achievement. | Provide cultural awareness training for school leaders and staff; provide cultural awareness information and technical assistance to school and community agencies. |

Aligning Comprehensive Needs Assessment Results to State Systems and Other Resources to Plan MEP Services

The Virginia MEP has considered existing state initiatives when planning services to meet the unique educational needs of migrant students through the comprehensive needs assessment update process. The following are examples of state systems, resources, and initiatives utilized by the Virginia MEP.

- School, school division, and state report cards as shown on the VDOE Web site at <https://p1pe.doe.virginia.gov/reportcard>
- Virginia Institutions of Higher Education
- Health and nutrition programs and services
- Preschool programs including Head Start
- Title I, Part A (Basic), Part B (Even Start), and Part D (Neglected or Delinquent) Title III Programs and instruction for English language learners
- East Coast Migrant Head Start Program
- LEARN-2-Succeed CIG
- Eastern Stream Center on Resources and Training (ESCORT) including the Migrant Education National Hotline and RESULTS resource center operated by ESCORT
- Migrant and Seasonal Farm Workers Board, Interagency Migrant Worker Policy Committee, and Migrant and Seasonal Farm Workers Advisory Board
- Migrant Head Start Quality Improvement Center
- National Association of Bilingual Education (NABE)
- Teachers of English to Speakers of Other Languages (TESOL)
- Telamon Corporation, Inc., for literacy and early childhood education
- USED OME
- USED Non-Regulatory Guidance for MEP
- U.S. Department of Labor
- VDOE: English as a Second Language Web site
<http://www.doe.virginia.gov/instruction/esl/index.shtml>
- Virginia Interagency Migrant Worker Policy Committee

Service Delivery Plan: Delivering MEP Services in Virginia

Priority for Services

As part of the NCLB requirements for Title I, Part C, every state must set its priorities for services; likewise, every MEP in every state is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services to clarify whether or not a student is designated as priority for services.

Ninety-nine percent of the USED allocation to Virginia is subgranted to school divisions and distributed based on the number of migrant students that meet the subgranting factors in Table 13.

Table 13 – Virginia Subgranting Formula

| Priority | Subgranting Factors | Percentage Reserved |
|----------|--|---------------------|
| 1 | <p>The number of eligible migratory children who have moved <u>most recently</u> (within 1 year) and who are classified as “priority for service.” Priority for service children are defined as school age migrant students whose education has been interrupted during the regular school year <u>and</u> who are failing, or most at risk of failing to meet the state standards.</p> <ul style="list-style-type: none"> • The at-risk cutoff on the Assessing Comprehension and Communication in English State by State (ACCESS) for English Language Learners (ELLs). • English Language Proficiency (ELP) Assessment should be ELP Level 2 (composite score of 2.0 – 2.9) or ELP Level 1 (composite score of 1.0 – 1.9). • The at-risk cutoff for reading/language arts and math is below proficiency on the Virginia Standards of Learning assessment. <p><u>Note:</u> The count of priority for service children will also include migrant students who are behind in appropriate verified credit and credit accrual, over age for grade, or have been retained.</p> | 40 |
| 2 | <p>The number of eligible migratory children who are in need of or eligible for services and are <u>not included in Priority One</u>. This number includes the total number of migrant children who are counted in each category below:</p> <ul style="list-style-type: none"> • eligible migratory children between the ages of three to 21 who did <u>not</u> make a move during the last 12 months but are failing in school or are most at risk of failing to meet the state standards [performance below grade level in reading, language arts, and mathematics; absenteeism; and non-age appropriate placement;] or are now out-of-school; • all elementary and secondary migrant students identified as continuation of service students; and • all eligible migratory students between (birth to age three). | 24 |
| 3 | The number of children served during the prior school year. | 20 |
| 4 | The number of migrant students served during the prior year's summer/intersession program. | 15 |
| 5 | The school division’s overall per-pupil expenditure is ten percent below the state average per pupil expenditure. [These funds will be allocated to each MEP based on the number of children counted in Priority Three (e.g., children served).] | 1 |

Performance Goals/Targets for Virginia

The performance targets for migrant students in Virginia are the same as those for all students in the state that were established by the Virginia Board of Education as part of its consolidated state plan. As such, migrant students are part of the “all students” designation included in the state goals.

Reading/Language Arts: The percentage of migrant students will be at or above the proficient level in reading on the SOL. Migrant students will meet Adequate Yearly Progress (AYP) benchmarks in reading for the current school year.

Mathematics: The percentage of migrant students will be at or above the proficient level in mathematics on SOL. Migrant students will meet AYP benchmarks in mathematics for the current school year.

Graduation: Migrant students will meet state and federal graduation targets and close the graduation gap between migrant and nonmigrant students.

While these statewide **performance targets** represent the expectations for all students in Virginia, the MEP is a supplementary program with limited resources that must be directed toward the *unique* educational needs that result from migrant students’ educational disruption, lack of continuity of instruction, and other factors related to migrancy and mobility.

Measurable Program Outcomes and Statewide Service Delivery Strategies

Virginia’s measurable program objectives and statewide service delivery strategies in the areas of reading/language arts, mathematics, and high school graduation were designed to guide the planning, implementation, and evaluation of the Virginia MEP.

The measurable program objectives and key strategies in **reading/language arts (LA)** are listed below. The objectives reflect that the MEP is a supplemental program that coordinates with other federal, state, local school division and community resources in literacy available to migrant children in Virginia.

| 1.0 READING/LANGUAGE ARTS Measurable Program Outcome (Objective) | 1.0 READING/LANGUAGE ARTS Key Strategies |
|--|--|
| 1a By the end of the 2011-2012 school year and each year thereafter, the percentage of migrant students attaining “Proficient” or above in reading/LA on the SOL will increase. | <p>1-1 Utilize formal and informal reading/LA assessments to inform instruction. (MEPs)</p> <p>1-2 Provide students with supplemental reading/LA instruction (e.g., small groups, individual, home- or school-based tutoring; using technology as a tool). (MEPs)</p> <p>1-3 Provide professional development focused on reading/LA strategies for migrant students. (MEPs)</p> |
| 1b By the end of the 2011-2012 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the reading/LA achievement of their child. | <p>1-4 Provide technical assistance and professional development for staff on making reading/LA content comprehensible for English language learners (ELLs). (MEPs)</p> <p>1-5 Inform school divisions about reading/LA accommodations on the SOL assessment that may be appropriate for migrant students who are ELLs. (VDOE)</p> |
| 1c By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in reading/LA has improved their delivery of reading/LA content instruction. | <p>1-6 Collaborate with school divisions to implement accommodations in reading/LA on the SOL assessment that are allowed for migrant students who are ELLs. (VDOE)</p> <p>1-7 Collaborate with other title programs (e.g., Title I, Part A, Title III) to increase resources and professional development opportunities. (MEPs)</p> <p>1-8 Conduct trainings and/or instructional home visits to increase parents’ ability to support their child’s reading/LA development. (MEPs)</p> |
| 1d By the end of the 2011-2012 school year and each year thereafter, 35 percent of migrant students participating in LEARN-2-Succeed (L2S) summer services will show one proficiency level gain between pre- and posttest on the L2S assessment. | <p>1-9 Utilize school- and community-based academic services and resources in reading/LA. (MEPs)</p> <p>1-10 Implement the L2S literacy program for migrant students, (e.g., utilize student success plans, parental involvement component, and professional development component). (VDOE, MEPs)</p> |

The measurable program objectives and key strategies in **mathematics** are listed below. These measurable program objectives reflect that the MEP is a supplemental program that coordinates with other federal, state, local, school division, and community programs/resources in mathematics available to migrant students in Virginia.

| 2.0 MATHEMATICS Measurable Program Outcome (Objective) | 2.0 MATHEMATICS Key Strategies |
|---|---|
| <p>2a By the end of the 2011-2012 school year and each year thereafter, the percentage of migrant students attaining “Proficient” or above in mathematics on the SOL will increase.</p> | <p>2-1 Utilize formal and informal mathematics assessments to inform instruction. (MEPs)</p> |
| | <p>2-2 Provide students with supplemental mathematics (e.g., small groups, individual, home- or school-based tutoring; using technology as a tool). (MEPs)</p> |
| | <p>2-3 Provide professional development focused on mathematics strategies for migrant students. (MEPs)</p> |
| <p>2b By the end of the 2011-2012 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the mathematics achievement of their child.</p> | <p>2-4 Provide technical assistance and professional development for staff on making mathematics content comprehensible for ELLs. (MEPs)</p> |
| | <p>2-5 Inform MEPs about mathematics accommodations on the SOL assessment that may be appropriate for migrant students who are ELLs. (VDOE)</p> |
| | <p>2-6 Collaborate with MEPs to implement accommodations in mathematics on the SOL assessment that are allowed for migrant students who are ELLs. (VDOE)</p> |
| <p>2c By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in mathematics has improved their delivery of mathematics content instruction.</p> | <p>2-7 Collaborate with other title programs (e.g., Title I, Part A, Title III) to increase resources and professional development opportunities. (MEPs)</p> |
| | <p>2-8 Conduct trainings and/or instructional home visits to increase parents’ ability to support their child’s mathematics development. (MEPs)</p> |
| | <p>2-9 Utilize school- and community-based academic services and resources in mathematics. (MEPs)</p> |
| | <p>2-10 Utilize mathematics teaching strategies and materials available from the mathematics CIGs. (MEPs)</p> |

The measurable program objectives and key strategies for migrant secondary students in the area of **graduation from high school** are listed below. The objectives reflect that the MEP is a supplemental program that coordinates with other federal, state, local school division, and community programs/services available to migrant students in Virginia to assist them to graduate.

| 3.0 HIGH SCHOOL GRADUATION Measurable Program Outcome (Objective) | 3.0 HIGH SCHOOL GRADUATION Key Strategies |
|--|--|
| 3a By the end of the 2011-2012 school year and each year thereafter, the federal graduation indicator rate for migrant students will increase. | 3-1 Provide professional development on graduation requirements and how to decrease the migrant student dropout rate. (MEPs) |
| 3b By the end of the 2011-2012 school year and each year thereafter, 25 percent of parents of migrant secondary students who participated in parent activities will report an increased ability to support the education and graduation goals of their child. | 3-2 Provide training on using the L2S success plans focused on high school credit accrual and graduation. (MEPs) |
| 3c By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant secondary students will report that participation in professional development has improved their use of dropout prevention strategies. | 3-3 Collaborate with other title programs (e.g., Title I, Part A; Title III) to increase resources and professional development opportunities in the area of high school graduation. (MEPs) |
| | 3-4 Provide parent trainings focused on supporting the education and graduation goals of their children. (MEPs) |
| | 3-5 Provide MEP staff professional development focused on using the lessons and materials from the L2S Web site, including the action plan. (VDOE, MEPs) |
| | 3-6 Provide professional development on cultural awareness and strategies to engage migrant students in academic, social, athletic endeavors, and the exploration of career and postsecondary options. (MEPs) |
| | 3-7 Assess the needs of out-of-school youth upon arrival to determine the types of services they require or need. (MEPs) |
| | 3-8 Provide training on the types of services and resources offered to out-of-school youth to encourage high school enrollment and accrual of credits. (MEPs) |
| | 3-9 Provide technical assistance and training on out-of-school youth. (VDOE, MEPs) |

State Monitoring

The monitoring of local MEPs is the responsibility of the VDOE, which coordinates with school divisions in which migrant students are located. In the state Title I application, there are assurances that school divisions must sign related to services provided to migrant students. Also, they must describe how they will coordinate with other federal programs to reduce duplication and fragmentation and increase collaboration between the programs.

As stipulated in the Education Department General Administrative Regulations (EDGAR), the VDOE is required to: 1) monitor program compliance for federal requirements; and 2) ensure the correction of deficiencies in program implementation and operations. The program monitoring tool used for monitoring is available at the VDOE Web site link below:

http://www.doe.virginia.gov/federal_programs/esea/title1/part_c/title1_part_c_federal_program_monitoring_protocol.pdf.

NCLB requires the SEA to ensure that programs and activities are implemented as stipulated in the law. The VDOE is responsible for adopting and using proper methods of administering each program outlined in the law, including:

- the enforcement of any obligations imposed by the law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. [9304(a)(B)(3)(A)(B)]

To meet these requirements of NCLB, the VDOE will monitor Title I, Part C, programs as described above.

Monitoring also involves the quality control associated with identification and recruitment (ID&R) of migrant children and youth. The accuracy of documentation for Certificates of Eligibility and other quality control processes are monitored and verified by the statewide migrant coordinator. These activities are discussed further in the Identification and Recruitment section of this report.

Professional Development

The High-Quality Professional Development Criteria put forth by the VDOE are described on the Department of Education's Web site. High-quality professional development is defined by several interacting factors that include rich content specifically chosen to broaden the knowledge and skills of teachers, administrators, paraprofessionals, and other key education staff. It should be based on, aligned with, and directly related to Virginia's SOL, promote the use of data and assessments to improve instruction, and be sponsored by school divisions, institutions of higher education, organizations/associations, or other entities experienced in providing professional development activities to the target audience. Additional information is available at the following link: http://www.doe.virginia.gov/teaching/regulations/high_quality_prof_dev_criteria.pdf.

The Virginia MEP will utilize the criteria noted above and the following resources that specifically target staff preparation for interstate coordination and for the education and identification and recruitment of migrant students.

- USED administers grant programs that provide academic and supportive services to eligible migrant students to assist them to meet challenging content and achievement standards that are expected of all children. www.ed.gov/about/offices/list/oese/ome/index.html
- ESCORT is a national center dedicated to improving educational opportunities for migrant children. It maintains the Migrant Hotline for migrant parents and is available for technical assistance and training. www.escort.org
- The National Association of State Directors of Migrant Education holds an annual conference in the spring. Virginia typically sends one or more staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. www.nasdme.org

- OME sponsors workshops, institutes, and meetings (e.g., the annual MEP Directors’ meeting, and other topic-related events). www.ed.gov/migrant
- The Annual OME conference facilitated by the RESULTS contractor is an event to which Virginia sends one or more staff. www.escort.org
- The VDOE Web site provides a portal to information with sections for students and parents, assessment, instruction, federal programs, school improvement and reform, technology in education, and more. <http://www.doe.virginia.gov>

Parent Involvement

The VDOE coordinates with agencies to broaden its resources for involving and supporting parents and families. The VDOE is available for assistance with parent and community support; adult education; family literacy; health education; and home study. In addition, Title I supports parent involvement by enlisting parents to help their children do well in school. Migrant parents are consulted in an ongoing and timely way in the planning, review, and improvement of the MEP.

An important resource for parent involvement in Virginia is the Parent Information Resource Center (PIRC) located in Richmond. PIRC project activities have statewide reach with intensive services being provided to school divisions and MEPs throughout the state. The Virginia PIRC features a parent engagement model, early childhood model, technical assistance through a telephone helpline, an annual parent involvement conference, and published materials.

www.nationalpirc.org/directory/VA.html

The local MEP staff serve as liaisons through which information is passed between parents and the school. Parents interact with local MEP staff who visit families through regular home visits at least once each month. This individualized model supports other parent involvement efforts to engage parents and ensure that their voices are heard. Every project in Virginia is required to have a parent advisory committee in place. In addition, the MEPs survey parents to determine student needs and to determine their opinions about the effectiveness of migrant services. Finally, local MEPs have parent nights and parent conferences scheduled collaboratively with migrant staff and general school staff. Back-to-school interpreters help parents who are limited in English proficiency.

Identification and Recruitment

Title I, Part C, provides SEAs with funding through a state formula grant based on each state’s per-pupil expenditure and counts of migrant children between the ages of three and 21 years old. A child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and

4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3 above, in order to seek or obtain qualifying work; and
5. With regard to the move identified in paragraph 4 above, the child:
 - a. Has moved from one school division to another; or
 - b. In a state that is comprised of a single school division, has moved from one administrative area to another within such division; or
 - c. Resides in a school division of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

The VDOE is responsible for ensuring the identification and recruitment of all eligible migratory children in the state. Local migrant coordinators and recruiters implement recruitment strategies based on program needs as defined through the *Virginia Department of Education Recruiter's Manual*, which was revised in January 2011. The manual outlines how to prepare for and conduct recruiting, how to identify migrant students, and how to determine eligibility. This manual has been updated to include the new national certificate of eligibility.

The *VDOE Recruiter's Manual* addresses the history and purpose of the MEP, job responsibilities of migrant personnel, eligibility information, examples of agricultural activities in Virginia, tips for finding the migratory child and working with schools, conducting the interview, certificates of eligibility, withdrawal and re-enrollment information, and migrant database information.

Local MEP recruiters are responsible for finding and enrolling eligible migrant children and youth, securing pertinent information to document the basis of a child/youth's eligibility, recording eligibility data on a certificate of eligibility, and interviewing the person responsible for the child/youth, or the child/youth (when the child moves on his/her own).

As required by law, the VDOE must ensure that the unique educational needs of migrant children are identified and addressed; promote interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records; provide migrant students with the opportunity to meet the same challenging state academic content standards that all children are expected to meet; and encourage family literacy services for migrant students and their families.

To the extent feasible, all local MEPs also are required to provide for advocacy and outreach for migratory children and their families on topics such as education, health, nutrition, and social services. In addition, MEPs must provide professional development for teachers and other program personnel; family literacy programs; the integration of information technology into MEP activities; and programs to facilitate the transition of secondary school students to postsecondary education or employment.

Evaluation Plan

The VDOE is required to evaluate the effectiveness of the MEP and to provide guidance to the local MEPs on how to conduct a local evaluation. The following criteria are used to evaluate the state and local MEPs:

- effectiveness of program services/activities to increase student achievement;
- progress of schools and school divisions serving migrant children toward meeting the AYP targets as defined in the *Virginia Board of Education's Consolidated State Application Accountability Workbook*; and
- achievement of progress toward established state MEP measurable program objectives and activities.

The state will systematically collect information to improve the MEP and state services and report both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in reading/language arts, mathematics, and high school graduation have been addressed and met. Data on migrant students and services will be collected by the state from migrant parents, migrant secondary students and out-of-school youth as appropriate, local MEP recruiters and other migrant and school division staff. Data will be collected using surveys, interviews, records and Web site reviews (including state assessment results). Data analysis procedures will include descriptive statistics summaries of Virginia migrant student demographics, program implementation, assessment data, and student and program outcomes. Means, frequencies, and inferential statistics will be calculated as appropriate.

To comply with federal guidelines, Virginia will update the implementation and outcome evaluation annually. The process will include the analysis of data, update of progress made by the Virginia MEP toward meeting its measurable program objectives, and recommendations for improving MEP services. The process will ensure that the unique educational needs of migrant students are being met.

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected for these various purposes are listed in Table 14. Following each data element is information on the evaluation strategy/tool, the responsible agency, and the time frame in which data will be collected.

Table 14 – Evaluation Alignment with the Measurable Program Objectives

| MPO | Evaluation Strategy/Tool | Responsible Agency | Time Frame |
|----------------|--|---------------------------|-------------------------------|
| 1a | Listing of SOL reading/language arts assessment scores, by grade level | SEA-VDOE Web site | Typically available in August |
| 1b 2b 3b | Parent evaluation survey | Local MEPs send to SEA | June 30 |
| | Parent focus question summary | Local MEPs send to SEA | September 9 |
| 1c 2b 3b | Staff evaluation survey - regular year | Local MEPs send to SEA | June 30 (regular year) |
| | Staff evaluation survey - summer | Local MEPs send to SEA | September 9 (summer) |
| 1d | LEARN-2-Succeed pre/post results | Local MEPs send to SEA | September 9 |
| 2a | Listing of SOL mathematics assessment scores, by grade level | SEA-VDOE Web site | Typically available in August |
| 3a | Graduation rate | SEA-VDOE Web site | Typically available in August |

Summary and Next Steps

The Virginia state plan for the delivery of services to meet the unique educational needs of its migrant students will serve as the basis for the use of all MEP funds in the state. The service delivery plan is essential to help the VDOE continue to articulate the vision of how to meet the identified needs of migrant children on a statewide basis, how to evaluate the degree to which migrant services are effective, and how to use the evaluation results to improve the program.

The comprehensive needs assessment and service delivery plan decisions contained in this report are based on migrant student demographic data, the results of student assessments in reading and mathematics, graduation information and other outcomes; a review of resources, possible solutions, and strategies to address migrant student needs; parent and staff surveys; and the informed opinions of state MEP staff, the committee, and other migrant educators knowledgeable about the needs of migrant students.

The VDOE has begun to implement the service delivery plan with updated performance targets, measurable program outcomes, and strategies. The 2011-2012 MEP application was revised to contain the updated measurable program outcomes and service delivery strategies. The state will continue to revisit and update the service delivery plan as migrant student needs change, or as new federal requirements and guidance become available.

**Appendix:
Virginia Migrant Education Program Directory**

| COORDINATOR | PROGRAM NAME | SCHOOL DIVISIONS SERVED (Services vary within each program.) | TELEPHONE <u>NUMBER and E-MAIL</u> |
|---------------------|--|---|---|
| Sandra Drummond | Accomack Migrant Education Program | Accomack County | Phone: (757) 787-7941 E-mail: sdrummond@nhs.accomack.k12.va.us |
| Sharon Root | Albemarle Regional Migrant Education Program | Albemarle, Augusta, Culpeper, Fluvanna, Greene, Hanover, Madison, Nelson, Orange, and Rockbridge Counties; Charlottesville, Staunton, and Waynesboro Cities | Phone: (434) 296-3872 Ext. 8 E-mail: root@k12albemarle.org |
| Linda Dalton | Southwestern Regional Migrant Education Program | Carroll, Floyd, Grayson, Patrick, Scott, Smyth, and Washington, Counties; City of Galax | Phone: (276) 728-3191 E-mail: ldalton@ccpsd.k12.va.us |
| Karen Aita | Northampton Migrant Education Program | Northampton County | Phone: (757) 678-5151Ext. 2023 E-mail: kaita@ncpsk12.com |
| Michelle Wallace | Nottoway Regional Migrant Education Program | Amelia, Cumberland, Lunenburg, Nottoway, and Prince Edward Counties | Phone: (434) 645-9596 E-mail: wallace.michelle@nottowayschools.org |
| Kim Hartzler-Weakly | Shenandoah Valley Regional Migrant Education Program | Clarke, Fauquier, Frederick, Rockingham, and Shenandoah Counties; Harrisonburg and Winchester Cities | Phone: (540) 568-7083 E-mail: hartzlkm@jmu.edu |
| Esmeralda Medina | Westmoreland County Migrant Education Program | Westmoreland County | Phone: (804) 493-8018 E-mail: medinaea@wmlcps.org |

For programmatic questions, please contact
Patience Scott, migrant director, at (804) 786-9935 or Patience.Scott@doe.virginia.gov.